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LS 151L.05: Introduction to the Humanities

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INTRODUCTION TO THE HUMANITIES

Liberal Studies 151 – 05, Fall, 2006

Tu-Th 3:40-5:00 pm

GBB L11

CRN: 73037

Dr. Mark Hanson

LA 152, ext. 6844

Office Hours: Tu-Th 2:30 – 3:30 p.m.;

Wed 3:00 – 4:00, and by appointment

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COURSE STRUCTURE AND OBJECTIVES

This is designed to introduce the student to the study of the humanities as an important component of a liberal arts education through a focus on selective classical and biblical texts that have shaped Western civilization. We will explore the formation and transformation of major components of Western worldviews and themes, and reflect on how they have shaped and influenced society and culture today. The emphases of the course are engaging in close readings of the primary texts, discussing and writing about those texts.

A classic is a book that has never finished saying what it has to say. A classic is something that tends to relegate the concerns of the moment to the status of background noise, but at the same time this background noise is something we cannot do without. (Conversely) A classic is something that persists as a background noise even when the most incompatible momentary concerns are in control of the situation.

—Italo Calvino

“Classics are certain texts, events, images, rituals, symbols and persons (in which we acknowledge) a disclosure of a reality we cannot but name truth... some disclosures of reality in a moment of ‘recognition’ which surprises, provokes, challenges, shocks, and eventually transforms us; an experience that upsets conventional opinions and expands the sense of the possible; indeed a realized experience of that which is essential, that which endures – the presence of classics in every culture is undeniable. Their memory haunts us. Their actual effects in our lives endure and await ever new appropriations, constantly new interpretations.

—David Tracy

REQUIRED TEXTS

The New Oxford Annotated Bible, third edition, New Revised Standard Version

Homer, *The Odyssey* (trans. Fagles; Penguin edition.)

Sophocles, *Sophocles I / Three Tragedies*, second edition (trans. Grene; Univ. Chicago press)

Euripides, *Three Plays of Euripides* (trans. Roche; Norton publ.)

Plato, *Five Dialogues* (trans. Grube; Hackett press)

St. Augustine, *The Confessions* (trans. Boulding; Vintage press)

REQUIREMENTS (detailed descriptions below)

- Regular class attendance and participation that demonstrates a grasp of the reading assignments
- Mandatory attendance at the weekly plenary lectures (Thursday, 11:10 – Noon in ULH (Urey Lecture Hall) and repeated at 7:10 – 8:00 p.m. in SS (Social Sciences) 352
- Regular short written responses to the readings and plenary lectures (eight total)
- Two essays on a theme from the texts
- Written final exam

ASSIGNMENTS AND CLASSES

<u>Class</u>	<u>Day</u>	<u>Session</u>	<u>Topic</u>	<u>Assigned Reading</u>
Introduction				
8/29	Tu	1	Introduction	None
I. The Hebrew Bible				
8/31	Th	2	The Hebrew Bible: Primeval History	<i>Genesis</i> : Introduction (pp. 3-10), Ch. 1-4, 6-9, 11
8/31	Th		Lecture 1: <i>Introduction to the Course</i> Paul Dietrich, Liberal Studies	
9/5	Tu	3	Abraham and Sarah: Beginning the Covenant <i>(First Response Paper Due)</i>	<i>Genesis</i> 11:27- ch 13, chs 15-22
9/7	Th	4	Law (Torah) and Covenant: Moses	<i>Exodus</i> : Introduction (pp. 82-84), Ch. 1-4, 7-8, 11-12, 15-16, 19-20, 24, 32 – 34
9/7	Th		Lecture 2: <i>The Torah</i> Nathaniel Levtow, Liberal Studies	
9/12	Tu	5	The Prophets: Amos and God's Judgment	<i>Amos</i> : Introduction (pp. 969-973, 1302-03), Ch. 1-9
9/14	Th	6	Job: God's Wager and Meaning in Suffering?	<i>Job</i> : Introduction (726-27), Ch. 1-21
9/14	Th		Lecture 3: <i>Prophets and Prophecy</i> Nathaniel Levtow, Liberal Studies	
9/19	Tu	7	Job's Friends: Reasons for Suffering? The Trial: Job Confronts God <i>Discuss paper topics for Essay #1</i>	<i>Job</i> Ch. 22-27, 29-31, 38-42
9/21	Th	8	The Psalms	<i>Psalms</i> : Introduction (pp. 775-7) Psalms 1-27
9/21	Th		Lecture 4: <i>Wisdom Literature</i> Tom Lee, Liberal Studies	
II. Homer: <i>The Odyssey</i>				
9/26	Tu	9	Homer: <i>The Odyssey</i>	Books 1-5 (pp. 77-167)

9/28 Th 10 *The Odyssey* Books 6-12 (pp. 168-285)
1st Essay Due

9/28 Th **Lecture 5: Intro. to Greek Civilization**
 Matthew Semanoff, Modern and Classical Languages and Literature

10/3 Tu 11 *The Odyssey* Books 13-18 (pp. 286-389)

10/5 Th 12 *The Odyssey* Books 19-24 (pp. 390-485)

10/5 Th **Lecture 6: Hero and Anti-Hero in Homer**
 Stewart Justman, Liberal Studies

III. The Later Greek Writers

10/10 Tu 13 Greek Lyric Archilochus, Tyrtaeus, Sappho, Pindar
 Miller, pp. 1-19, 51-63, 125-44

10/12 Th 14 Sophocles: *Oedipus the King* I Grene and Lattimore: 11-49

10/12 Th **Lecture 7: Greek Lyric**
 Ashby Kinch, English

10/17 Tu 15 Sophocles: *Oedipus the King* II Grene and Lattimore: 49-76

10/19 Th 16 Sophocles: *Antigone* Grene and Lattimore: 161-212
2nd Essay Due: Option A

10/19 Th **Lecture 8: The Broken Urn: Greek Tragedy**
 Stewart Justman, Liberal Studies

10/24 Tu 17 Euripides: *The Bacchae* I Roche: 78-96

10/26 Th 18 Euripides: *The Bacchae* II Roche: 97-126

10/26 Th **Lecture 9: Plato and Greek Philosophy**
 Richard Walton, Philosophy

IV. Greek Philosophy: Plato's Dialogues

10/31 Tu 19 Plato: *Euthyphro* Grube: Intro ix-x, 1-20

11/2 Th 20 Plato: *Apology* Grube: 21-44

11/2 Th **Lecture 10: Hellenistic and Roman History**
 Barbara Weinlich, Modern and Classical Languages and Literature

11/7 T No Class: Election Day

V. The Christian New Testament

11/9 Th 21 Introduction to the New Testament: Gospels Matthew 1-4; Mark 1;
Luke 1-4:13; John 1-2;
plus *Introduction* to each Gospel

11/9 Th **Lecture 11: *The New Testament: The Gospels***
Tom Lee, Liberal Studies

11/14 T 22 Jesus's Ministry in Galilee Luke 4:14 – 9:50

2nd Essay Due: Option B

11/16 Th 23 Jesus on the Road to Jerusalem Luke 9:51 – Ch. 18

11/16 Th **Lecture 12: *The Letters of Paul (Romans)***
Mark Hanson, Liberal Studies

11/21 Tu 24 Jesus in Jerusalem: Death and Resurrection Luke 19-24, Acts 1-2

11/23 **Thanksgiving Holiday**

11/28 Tu 25 Paul: Justification by Faith Acts 9:1-31, Romans 1-8
1 Corinthians 12-14

VI. Christian Autobiography and Reflection: Augustine

11/30 Th 26 Augustine: *The Confessions* Preface (xiii-xxvi),
Books 1-2, 3: chs. 1-7

11/30 Th **Lecture 13: *Augustine's Confessions***
Phillip Fandozzi, English

12/5 Tu 27 Augustine: *The Confessions* Bk 4, all; 5, ch. 10, 13-14; Bk 6,
chs. 4-6, 8, 15; Bk 7: 1-5, 9, 12-13, 17, 21

12/7 Th 28 Augustine: *The Confessions* and Wrap-up Bk 8, chs. 5, 11-12; Bk 9, chs. 1, 12
Bk 10: 1-8, 17, 24-31, 35, 40, 43

12/7 **Lecture 14: *Roman and Early Christian Art***
Paul Dietrich, Liberal Studies

Final Exam Period: Tuesday December 12, 3:20 – 5:20 p.m.

ASSIGNMENTS AND GRADING CRITERIA

1. Four Weekly Response Papers to the Readings: 20 percent (25 pts. each)
2. Four Plenary Response Papers: 20 percent (25 pts. each)
3. Essay #1: 15 percent (75 pts.)
4. Essay #2: 25 percent (125 pts.)
5. Final exam: 20 percent (100 pts.)

Weekly Response Papers: Approximately weekly, write a critical response paper to **either** the plenary presentation that week, **or one** of the assigned readings from that week. Over the course of the semester you must write a minimum of **four** plenary response papers **and four** response papers to the readings, for a total of **eight** weekly response papers.

Four Weekly Response Papers to the Readings: choose **one** of the assigned readings that week for a short, typed two-three page critical response. After reading the text, write (1) three or four paragraphs that **summarize and explain** the main points of the reading, and (2) three or four paragraphs giving your thoughtful **response** and discussion of the reading, noting any **questions** you have in light of your reading of the article. The papers will be graded on a scale of 0 to 25 points. The cumulative score of these responses is a significant element in determining your final grade; they indicate to me the consistency and quality of your participation in the course. **Due no later than the Tuesday of the following week in class.**

Four Plenary Response Papers: Write a typed, two-three page critical response to four of the plenary lectures. Each response should include a summary of the main themes and significant supporting points, as well as your thoughtful response to the issues raised and, if relevant, how they relate to other themes of the course. These papers also will be graded on a scale of 0 to 25 points. **Due no later than the Tuesday of the following week in class.**

Essay #1: A 5-6 page typed essay in which you consider a theme, key term, or other consideration(s) from the texts we read from the Hebrew Bible (Old Testament). Use the text to support a well-constructed argument for the theme that you decide to pursue. **Note:** The theme(s) you select for this essay will be the theme you pursue in later readings in the course and in your second essay, so be sure to choose one which is meaningful and important to you. We will discuss paper topics in class at least a week prior to the due date of **Thursday, Sept. 28th** (in class).

Essay #2: This essay will be composite process. Your second paper (9-10 pages) will completely revise your first essay and seamlessly extend its thesis by developing a focal point from a second text from the Greek writers. You may choose the latter text from Homer's *The Odyssey* (Option A: Due in class Tuesday, Oct. 19), **or** from one of the later Greek writers (Sappho, Sophocles, Euripides, or Plato) (Option B: Due in class Tuesday, Nov. 14). **You must turn in your original graded essay with this second essay or you will not receive a grade.** Each text

should receive equal attention, or 4-5 pages of development each. Take special care to ensure that the two portions of your essay are well integrated and consistent.

Essays #1 & #2 are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each day an assignment is late. Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction. Written work will be evaluated in terms of your understanding and exposition of the text; depth of critical analysis; clarity, originality and development of your response, and overall quality of writing (clarity, argument and sentence structure, grammar, spelling, etc.). Essay #2 will also be evaluated in relation to the quality of its revision of material from essay #1 and the integration of that material into the overall essay.

Final Exam: The final will cover material from the whole semester and will ask you to integrate your learning from across the semester. The last day of class I will hand out a study guide. You must write your exam during the Final Exam Period: **Tuesday December 12, 3:20 – 5:20 p.m.** Failure to take the exam during this period without permission of instructor will result in no credit for the exam.

Grades given reflect the following criteria of judgment:

- F: Failure to meet minimum requirements
- D: Unsatisfactory, but some effort to meet minimum requirements
- C: Satisfactory; meet minimum requirements of assignment but not much more
- B: Good to Very Good: thoughtful reflection, good analysis, clear writing style
- A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

Note: Grades will be recorded using pluses and minuses.

Attendance and Participation: Regular attendance and participation in the class is expected and central to learning. More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5) absences will result in one grade level reduction. More than seven (7) absences will result in a failing course grade. Late arrivals in class will count as an absence. (Note: If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still must speak with the instructor). Lack of regular, active participation will also result in a grade level reduction.

Academic Dishonesty and Plagiarism: All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic dishonesty, please review the relevant sections of the University Catalog.